DOCUMENT RESUME

ED 102 118 SP 008 899

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TITLE Perceptions of Field Situations Reported by Participating Teachers and Teacher Candidates in the New Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College, Fall 1972.
INSTITUTION City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
PUB DATE 72
NOTE 59p.

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Cooperating Teachers; *Evaluation; *Performance Based Teacher Education; Preservice Education; Questionnaires; *Teacher Interns; *Teaching Experience

ABSTRACT

The purpose of this study was to determine teacher candidates' and participating teachers' perceptions of selected categories of field experiences under the Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College during the fall 1972 semester. Teacher candidates who received questionnaires were selected by a random sampling of all classes at every level. The group of participating teachers receiving questionnaires included all those who worked with or had in their classrooms undergraduate teacher candidates during the fall 1972 semester. Perceptions of field experiences from teacher candidates were quite favorable overall--especially in effective communication with pupils and participating teacher-teacher candidate cooperation. However, it was evident that more opportunities to plan instruction and increased contact with guidance personnel and with parents were needed. Participating teachers received questionnaires in which they rated teacher candidates on 13 behaviors likely to occur in the school. Results were divided according to level, initial experiences, subsequent experiences, and student teaching. The results indicated the following. Overall, ability to maintain proper relations with the participating teacher was very highly perceived, but the reciprocal giving and taking of suggestions was not so highly perceived. Although the largest percentage of time was devoted to tutoring pupils, comparatively little time was involved in planning this tutoring work under supervision. (PB)

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BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Perceptions of Field Situations Reported by Participating Teachers and Teacher Candidates in the New Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College, Fall 1972

by

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CONTENTS

Section		Page
I.	Introduction	1
II.	Teacher Candidates	2
III.	Participating Teachers	8
	A. Perceptions at each experience level	9
	B. Perceptions of each field category	27
IV.	Questionnaires	45

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I. Introduction

In November, 1971, the Program Evaluation Plan for the Performance-Based Undergraduate Program for the Preparation of Teachers at Stanford College was approved by members of the School of Education at a Faculty Meeting. This report summarizes information obtained in a study undertaken as part of the Project Evaluation Plan.

The purpose of this study was to determine teacher candidates' and participating teachers' perceptions of selected components of field experiences under the Performance-Based Program during the fall 1972 semester. Such feedback is considered of vital importance in assessing the impact of the Program as well as in determining the extent to which the activities, procedures and goals of the new Program are being followed, implemented, and achieved.

Parametric statistical procedures were used for each of the two subject groups: Teacher Candidates and Participating Teachers. These procedures are outlined in detail in Sections II and III of this Report.

Questions were all the data-gathering instruments used in this study were distributed to the faculty in the School of Education in a memorandum from the Office of the Dean dated December 15, 1972. Copies of the different instruments used for the two sample groups are included in Section IV.

The data included in this descriptive analysis was derived from the responses of teacher candidates and participating teachers to the second section of their suggestion questionnaires.

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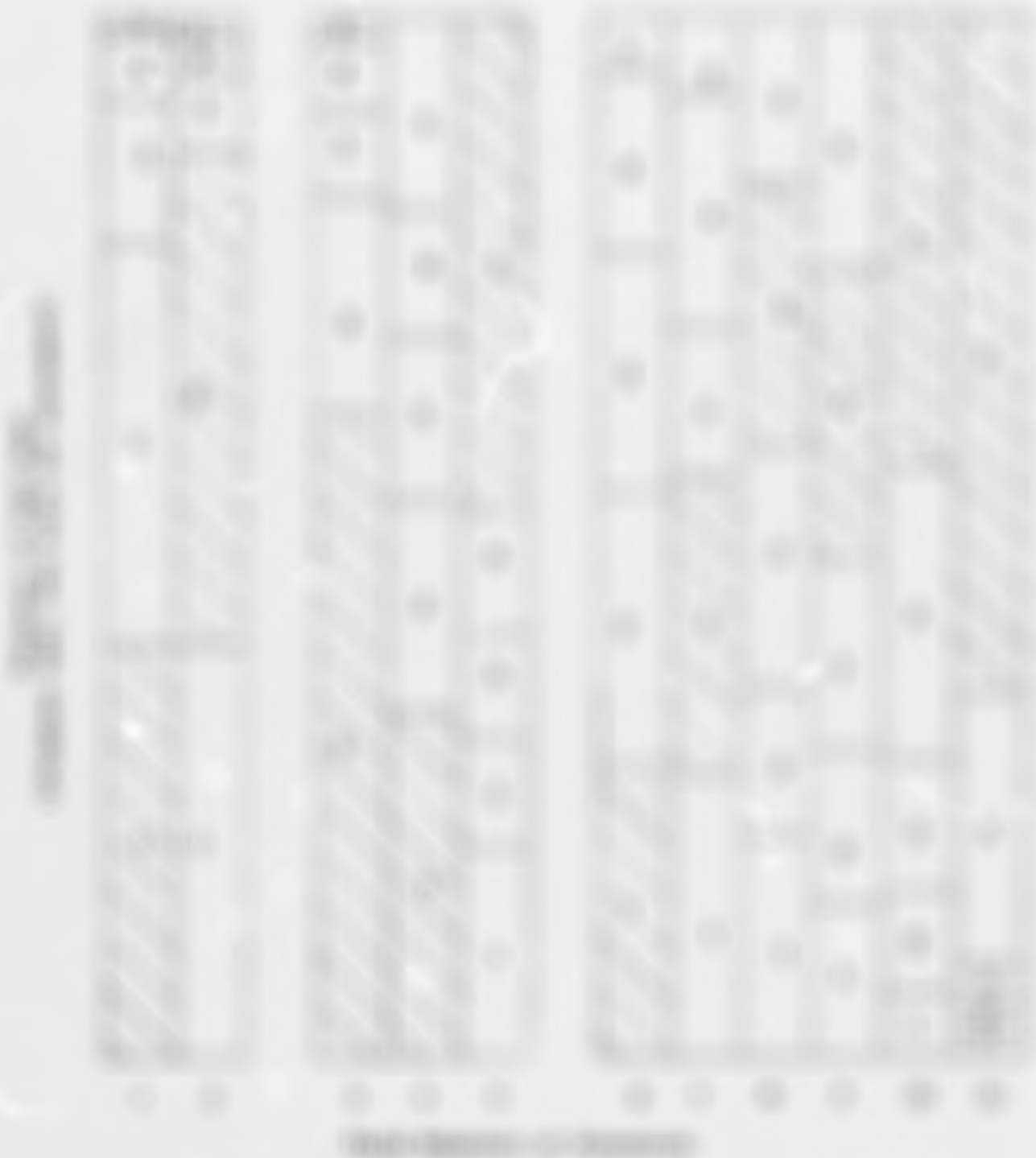

teachers' perceptions of the frequency of occurrence of each rank number within each of the thirteen categories based on the total number of responses received at the specified experience level. Modal rank numbers are designated by diagonal lines.

Tables 2 and 3 and Figures 2 and 3 present participating teachers' perceptions of teacher candidates in the initial and subsequent courses of the Early Childhood Levels. In the initial course, 19.3% of the participating teachers reported no basis for assessing "volunteers suggestions about the best use of his and pupils' time." Subsequently, none of the teachers reported a rank of 5 in category 1. This pattern of some rank 5 responses for field experiences in the initial course and no rank 5 responses for the field experiences in the subsequent course holds true for categories 2, 3, 4, 5, and 7 as well. Participating teachers (with category 10 as the lone exception) appeared to have had more opportunities to assess teacher candidates in field experiences in the courses following the initial one.

The percent of teachers reporting a rank of 2 or above (which occurred not less than 70% of the time) increased, for the subsequent set of courses, slightly (less than 10%) for categories 1, 2, 4, 6, and 12, and considerably (more than 17%) for categories 9 and 11. Slight decreases, for the subsequent set of courses, were shown for punctuality (category 3), ability to influence pupils' behavior (category 5), maintaining proper relations with the participating teacher (category 7), and tutoring individual pupils (category 8); a substantial decrease was shown for the amount of time spent in correcting pupils' work. The shifts in perception, which differentiate initial/subsequent field experiences, are evident in a comparison of respective mean (weighted), and modal ranks for each category:

INITIAL AND SUBSEQUENT EXPERIENCES--EARLY CHILDHOOD

Category	Mean$_W$ Rank (by % Rsp.) Initial/Subsequent		Median Within Rank Initial/Subsequent		Mode Initial/Subsequent	
1	3.2	2.7	3	3	4	3
2	1.9	1.8	2	2	1	1
3	1.7	1.9	1	1	1	1
4	2.1	2.0	2	2	1	1
5	2.4	2.4	2	3	1,3	1,3
6	1.5	1.5	1	1	1	1
7	1.3	1.3	1	1	1	1
8	2.2	2.3	2	2	1	1,3
9	2.5	1.9	2	2	2	1
10	2.8	3.1	2	3	2	5
11	3.2	2.6	4	2	4,5	2
12	4.3	4.1	5	4	5	5
13	4.7	4.6	5	5	5	5

(As neither the N_T nor the N Rsp. is identical for any of the experience levels, all mean calculations and cross-level comparisons in this Report are based on percent responding.)

TABLE 2

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS: INITIAL EXPERIENCES--EARLY CHILDHOOD

(N_T = 125; N Rsp. = 31, % Rsp. = 24.8)

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Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	3	9.7	7	22.6	7	22.6	8	25.8	6	19.3
2. Able to profit from suggestions	14	45.2	9	29.0	4	13.0	2	6.4	2	6.4
3. Punctual in coming to class	18	58.2	6	19.3	6	19.3	0	0.0	1	3.2
4. Able to assume responsibility on short notice	14	45.2	6	19.3	5	16.1	3	9.7	3	9.7
5. Able to influence pupils' behavior	9	29.0	7	22.6	9	29.0	4	13.0	2	6.4
6. Maintains an appropriate appearance	21	67.6	4	13.0	4	13.0	2	6.4	0	0.0
7. Able to maintain proper relations with the participating teacher	25	80.6	4	13.0	1	3.2	0	0.0	1	3.2
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	12	38.7	7	22.6	6	19.3	4	13.0	2	6.4
9. Tutoring pupils in small groups	6	19.3	11	35.6	9	29.0	2	6.4	3	9.7
10. Correcting pupils' work	4	13.0	12	38.6	5	16.1	6	19.3	4	13.0
11. Planning tutoring work under supervision	7	22.6	5	16.1	1	3.2	9	29.0	9	29.0
12. Working in the school outside the classroom	2	6.4	1	3.2	2	6.4	4	13.0	22	71.0
13. Communicating with pupils' parents	1	3.2	1	3.2	0	0.0	1	3.2	28	90.4

Figure 2

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
INITIAL EXPERIENCES--EARLY CHILDHOOD
(N=31)

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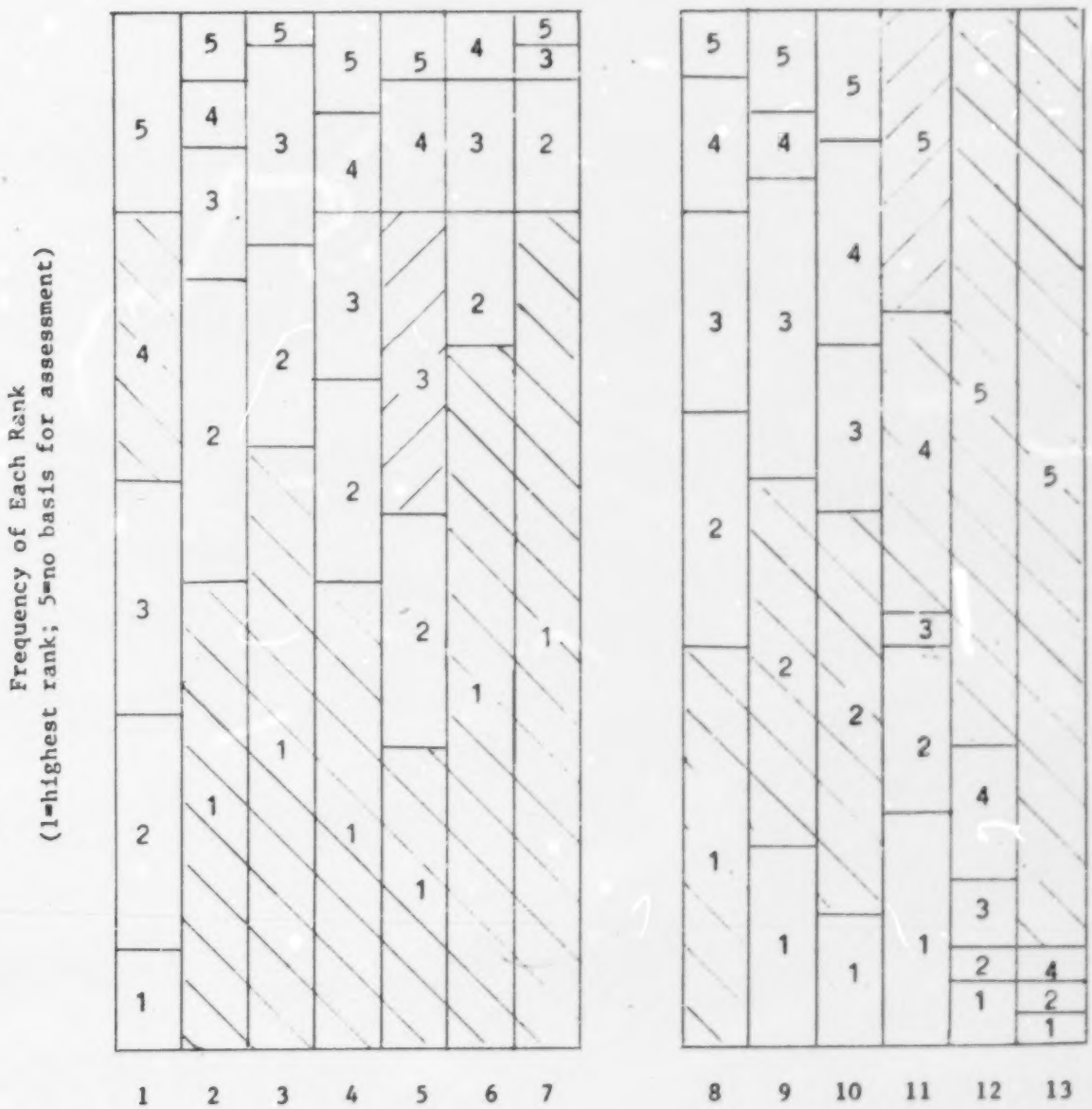

1 inch = 5 responses

TABLE 3

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS: SUBSEQUENT EXPERIENCES--EARLY CHILDHOOD

(N = 73; N Resp. = 23, % Resp. = 31.5)

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Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	3	13	6	26	9	39	5	22	0	0
2. Able to profit from suggestions	10	43	8	35	3	13	2	9	0	0
3. Punctual in coming to class	13	57	2	9	4	17	4	17	0	0
4. Able to assume responsibility on short notice	10	43	7	31	2	9	4	17	0	0
5. Able to influence pupils' behavior	7	31	4	17	7	31	5	22	0	0
6. Maintains an appropriate appearance	15	65	5	22	2	9	1	4	0	0
7. Able to maintain proper relations with the participating teacher	17	74	4	17	2	9	0	0	0	0
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	7	31	6	26	7	31	2	9	1	4
9. Tutoring pupils in small groups	10	43	7	31	5	22	0	0	1	4
10. Correcting pupils' work	5	22	3	13	4	17	5	22	6	26
11. Planning tutoring work under supervision	4	17	9	39	4	17	3	13	3	13
12. Working in the school outside the classroom	0	0	3	13	2	9	7	31	11	47
13. Communicating with pupils' parents	0	0	0	0	2	9	5	22	16	69

Figure 3

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
SUBSEQUENT EXPERIENCES—EARLY CHILDHOOD
(N=23)

1 Rank = 3 1/3 responses

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To categories 1 through 7, which deal with communication and interpersonal relationships, perceptions at both initial and subsequent field experience levels were more favorable (as categories 6 and 7, pertaining favorably to categories 1, 5, and 6, drawn the category 5 question to influence another behavior) and statistically (as for category 1 there does not appear a mode of 3 or below). The most highly perceived category concerned the teacher candidates' ability to maintain proper relations with the participating teacher.

Categories 8 through 13 deals with the aspects of responsibility teacher candidates had for making a positive climate. The greatest changes of plus (no order from most to least) were shown in categories 8, 9, and 10 at the initial level, and in categories 9, 8, and 11 at the subsequent level; considerably less time was spent in category 13 at the initial level and category 10 at the subsequent level. The majority of participating teachers reported either a more low assistance or no basis for assessing categories 12 and 13.

Participating teachers' perceptions of Elementary/Middle School level teacher candidates in initial and subsequent field experience levels showed both similarities and differences when compared with participating teachers' perceptions of the Early Childhood teacher candidates. An examination of the latter is also is cannot be reasonable source for both levels of teacher candidates that 'participating teachers had more opportunities to assess teacher candidates at the subsequent observations level.'

The percent of participating teachers reporting a rank of 4 was greatest at the subsequent field experience level for categories 6, 10, 12, 13 and 14, and approximately the same (more by 2 participants) at both levels for categories 1, 2, 3, 5, 8, 7, 8, and 9. An examination of the former is that the lowest perceived categories for field experiences included at both initial and subsequent course levels in the Elementary/Middle level were 12 and 13, while the most highly perceived category was 'able to maintain proper relations with the participating teacher' (category 7). (See Tables 4 and 5 and Figures 4 and 5.)

The percent of Elementary/Middle participating teachers reporting a rank of 3 or above (which occurred not less than 3/4 of the time) remained the same at both levels for categories 9 and 11 and increased, at the subsequent level, in eight categories: from 75%, to 87%, from 75%, to 87%, from 87%, to 100%, from 75%, to 87%, and from 75% to 87%. A decrease in the percent of rank 3 or above responses at the subsequent level to the areas of ability to profile from assessments (down 7%), ability to assess responsibility as whole entity (down 13%), and ability to influence pupils' behavior (down 12%).

Areas of correlation and interpersonal relationships are outlined in categories 1 through 7. Eight persons or more of the participating teachers responding reported a rank of 3 (occurred 75% or more of the time) in categories 1, 3, 4, 6, and 7 at the initial field experience level, and 3, 4, and 7 at the subsequent field experience level. Eight persons or more reported a rank of 3 or above at both levels, in categories 1, 3, 6 and 7, and at the initial level in category 4. Ninety-nine percent reported

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Figure 7

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
STUDENT OR APPRENTICE TEACHING--SECONDARY
(N=7)

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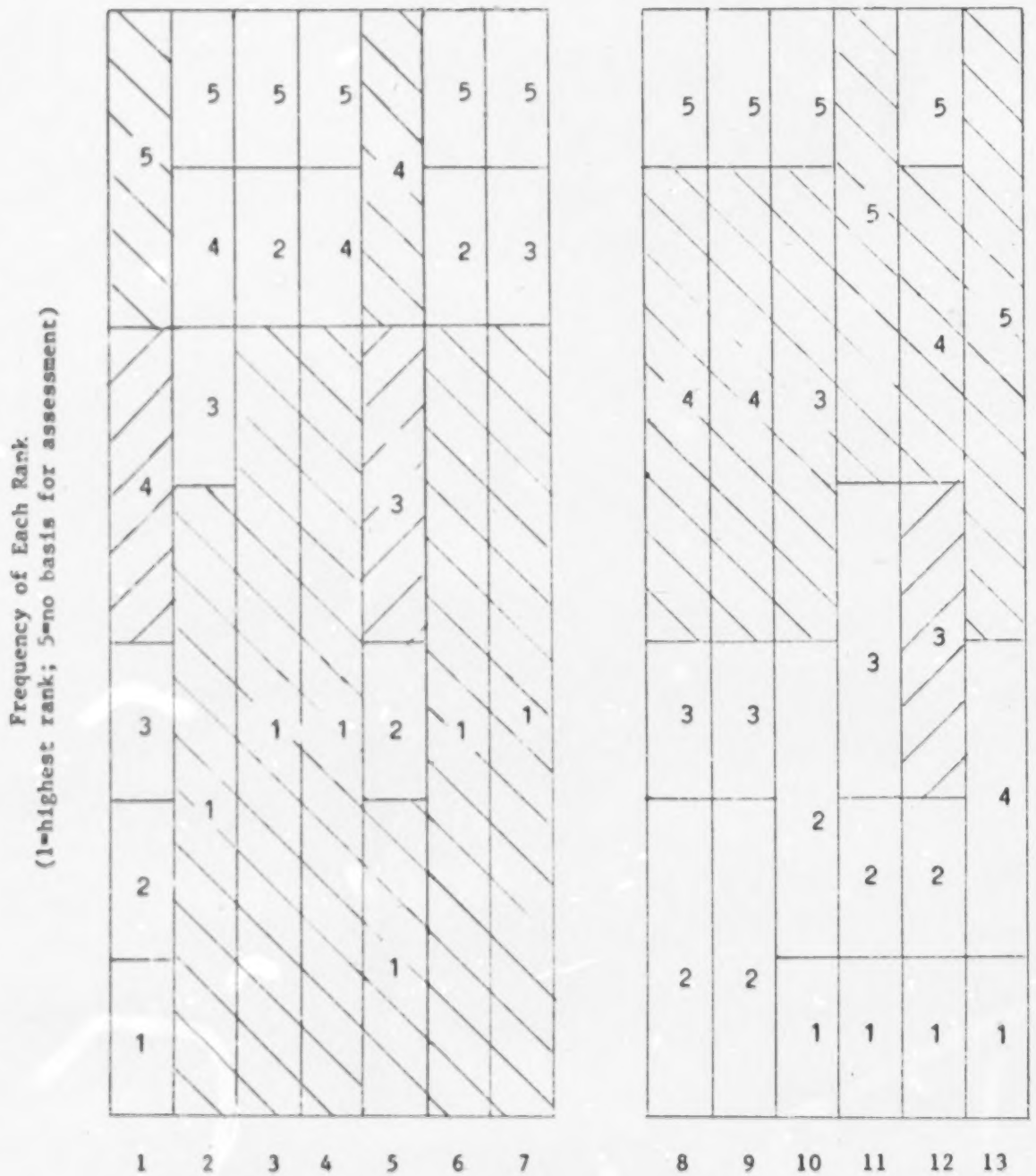
Frequency of Each Rank
(1=highest rank; 5=no basis for assessment)
1 2 3 4 5 6 7 8 9 10 11 12 13
Categories of Behaviors
1 inch = 1 response

(2) Student teachers are able to profit from suggestions 90% or more of the time; teacher candidates at the initial course level are able to profit from suggestions 70% or more of the time.

(3) Both groups are punctual in coming to class, but student teachers are more punctual (90% or more of the time).

(4) Student teachers are decidedly more able to assume responsibility on short notice.

(5) The majority of teacher candidates at initial and subsequent course levels are unable to influence pupils' behavior more than 70% of the time.

(6) Student teachers are more attentive to maintaining an appropriate appearance.

(7) Ability to maintain proper relations with the participating teacher is the most highly perceived category at both course levels.

(8) The majority of teacher candidates at the initial course level spent 70% or more of their time tutoring individual pupils; the majority of student teachers spent less than 50% of their time in this activity.

(9) Initial course level teacher candidates were perceived by participating teachers as spending either a great deal of time or very little time tutoring pupils. The majority of student or apprentice teachers spent comparatively little time in this activity.

(10) Student teachers spent more time in correcting pupils' work (85.7% rank 3 or higher) than initial course level teacher candidates (58% rank 3 or higher).

(11) Student teachers spent somewhat more time than initial course level teacher candidates in planning tutoring work under supervision, but a large percentage of the Secondary participating teachers reported a rank of 5 in this category at both levels.

(12) Initial course level teacher candidates spent very little time in working outside the classroom (68% rank 5). The time spent by student teachers was dispersed (14.3% rank 5) with a concentration of responses in ranks 3 and 4.

(13) Only 16% of the initial course level participating teachers felt that they had a basis for reporting teacher candidates communication with pupils' parents. At the student or apprentice teaching level, 42.9% reported some basis for assessment.

These are the mean (weighted), median and modal ranks for responses in each category at the Secondary Level for the initial course level and student or apprentice teaching level:

INITIAL AND STUDENT OR APPRENTICE TEACHING EXPERIENCES--SECONDARY

Category	Mean, Rank (by % Rsp.) Initial/Apprentice		Median Within Rank Initial/Apprentice		Mode Initial/Apprentice	
1	3.1	3.4	3	4	3,4	4,5
2	2.4	2.2	2	1	2	1
3	1.6	1.7	1	1	1	1
4	2.5	2.0	2	1	1	1
5	2.7	2.5	3	3	2	1,3,4
6	1.7	1.7	1	1	1	1
7	1.3	1.8	1	1	1	1
8	2.6	3.4	2	4	2	4
9	3.1	3.4	3	4	2	4
10	3.0	2.7	3	3	2,5	3
11	3.9	3.4	4,5	3	5	5
12	4.2	3.1	5	3	5	3,4
13	4.6	4.1	5	5	5	5

An overview of the data on participating teachers' responses presented in Part A has indicated certain critical areas for possible change in planning future field experiences for teacher candidates and has raised some questions with respect to teacher candidates, and participating teachers involvement in field experiences.

Even though the ability to maintain proper relations with the participating teacher is very highly perceived, the reciprocal giving and taking of suggestions between teacher candidates and participating teachers is not so highly perceived.

Feelings of inadequacy or dependency in the teacher candidates, who must deal with real rather than theoretical situations in the Performance-Based Program's emphasis on field experiences, are revealed in their reluctance to volunteer suggestions. Student teachers were most able to assume responsibility on short notice; it is interesting to note, however, that Elementary/Middle teacher candidates in the initial course were more successful at this than those at the subsequent course level. A lack of either confidence or sufficient preparation could be the causal factor basic to perceptions of teacher candidates' ability to influence pupils' behavior (category 5).

In regard to categories 8 through 13, which are concerned with the amount of time the teacher candidate spends in or has responsibility for various within-school activities, it is notable that even though the largest percentage of time, by far, is devoted to tutoring pupils, comparatively little time is devoted to planning this tutoring work under supervision. Experience in the vital area of communication with pupils' parents is lacking.

Part B

Part B contains a series of graphs (Figures 8 through 20), one for each field category, illustrating participating teachers' perception of teacher candidate behavior across the six field experience levels: (1) Early Childhood--Initial, (2) Early Childhood--Subsequent, (3) Elementary/Middle--Initial, (4) Elementary/Middle--Subsequent, (5) Secondary--Initial, and (6) Secondary--Student or Apprentice Teaching.

Data for the graphs are from the Tables 2 through 7 in Part A. A synopsis of this data is presented here for ready reference.

Category One:
Volunteers Suggestions About the Best Use of His and Pupils' Time
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	9.7	22.6	22.6	25.8	19.3
Subsequent Experiences--Early Childhood	13.0	26.0	39.0	22.0	----
Initial Experiences--Elementary/Middle	13.0	20.0	21.0	34.0	12.0
Subsequent Experiences--Elementary/Middle	11.0	27.0	23.0	26.0	13.0
Initial Experiences--Secondary	12.0	22.0	24.0	24.0	18.0
Student or Apprentice Teaching--Secondary	14.3	14.3	14.3	28.6	28.6

Category Two:
Able to Profit from Suggestions
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	45.2	29.0	13.0	6.4	6.4
Subsequent Experiences--Early Childhood	43.0	35.0	13.0	9.0	----
Initial Experiences--Elementary/Middle	60.0	27.0	8.0	3.0	2.0
Subsequent Experiences--Elementary/Middle	49.0	31.0	11.0	7.0	2.0
Initial Experiences--Secondary	28.0	38.0	12.5	6.0	16.0
Student or Apprentice Teaching--Secondary	57.1	----	14.3	14.3	14.3

Category Three:
Punctual in Coming to Class
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	58.3	19.3	19.3	-----	3.2
Subsequent Experiences--Early Childhood	57.0	9.0	17.0	17.0	-----
Initial Experiences--Elementary/Middle	75.0	15.0	5.0	5.0	1.0
Subsequent Experiences--Elementary/Middle	78.0	13.0	7.0	2.0	-----
Initial Experiences--Secondary	58.0	28.0	8.0	4.0	2.0
Student or Apprentice Teaching--Secondary	71.4	14.3	-----	-----	14.3

Category Four:
Able to Assume Responsibility on Short Notice
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	45.2	19.3	16.1	9.7	9.7
Subsequent Experiences--Early Childhood	43.0	31.0	9.0	17.0	-----
Initial Experiences--Elementary/Middle	63.0	19.0	9.0	5.0	4.0
Subsequent Experiences--Elementary/Middle	53.0	16.0	15.0	9.0	9.0
Initial Experiences--Secondary	34.0	28.0	8.0	6.0	22.0
Student or Apprentice Teaching--Secondary	71.4	-----	-----	14.3	14.3

Category Five:
Able to Influence Pupils' Behavior
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences-- Early Childhood	29.0	22.6	29.0	13.0	6.4
Subsequent Experiences--Early Childhood	31.0	17.0	31.0	22.0	-----
Initial Experiences--Elementary/Middle	22.0	45.0	24.0	7.0	2.0
Subsequent Experiences--Elementary/Middle	22.0	29.0	28.0	22.0	7.0
Initial Experiences--Secondary	18.0	28.0	24.0	16.0	12.0
Student or Apprentice Teaching--Secondary	28.6	14.3	28.6	28.6	-----

Category Five:
Relationship and Interpersonal Appropriateness
% Responding

Number:

Level	1	2	3	4	5
Initial Assessment--Early Childhood	47.8	13.0	13.0	8.4	------
Reassessment Assessment--Early Childhood	43.7	13.4	4.0	4.0	------
Initial Assessment--Elementary/Middle	71.0	17.7	4.3	7.0	1.0
Reassessment Assessment--Elementary/Middle	80.0	13.0	------	7.0	------
Initial Assessment--Secondary	64.7	17.7	11.7	4.7	0.0
Headwest or Apprenticing Teaching--Secondary	72.0	14.3	------	------	28.7

Category Seven:
Able to Maintain Present Relations with the Participating Teacher
% Responding

Number:

Level	1	2	3	4	5
Initial Assessment--Early Childhood	84.0	13.0	3.7	------	0.0
Reassessment Assessment--Early Childhood	74.7	17.4	8.0	------	------
Initial Assessment--Elementary/Middle	94.0	11.0	1.7	3.0	0.0
Reassessment Assessment--Elementary/Middle	92.3	8.0	------	------	------
Initial Assessment--Secondary	84.7	13.0	4.0	2.0	0.0
Headwest or Apprenticing Teaching--Secondary	72.0	------	14.3	------	14.3

Category Eight:
Ownership Individual Pupils
% Responding

Number:

Level	1	2	3	4	5
Initial Assessment--Early Childhood	38.7	23.0	24.3	13.0	0.0
Reassessment Assessment--Early Childhood	51.7	34.0	10.7	0.0	0.0
Initial Assessment--Elementary/Middle	34.7	31.0	23.0	7.3	0.0
Reassessment Assessment--Elementary/Middle	47.3	31.7	17.0	0.0	0.0
Initial Assessment--Secondary	39.0	34.7	11.7	14.0	11.0
Headwest or Apprenticing Teaching--Secondary	------	28.0	14.3	42.8	14.3

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

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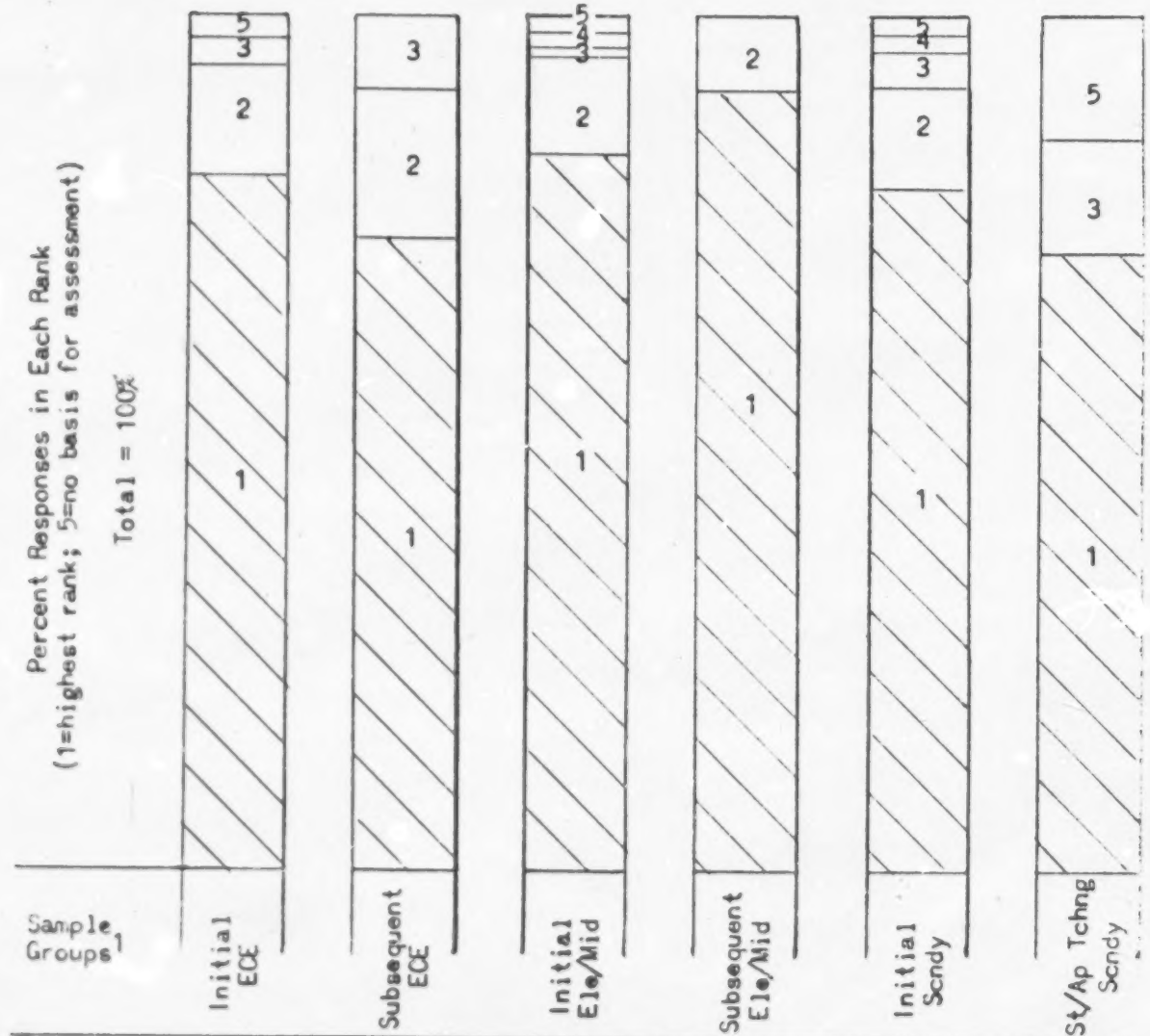
Figure 14

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR IN FIELD SITUATION CATEGORY SEVEN AT EACH COURSE LEVEL

($\frac{1}{2}$" = 10%)



[1] by experience level

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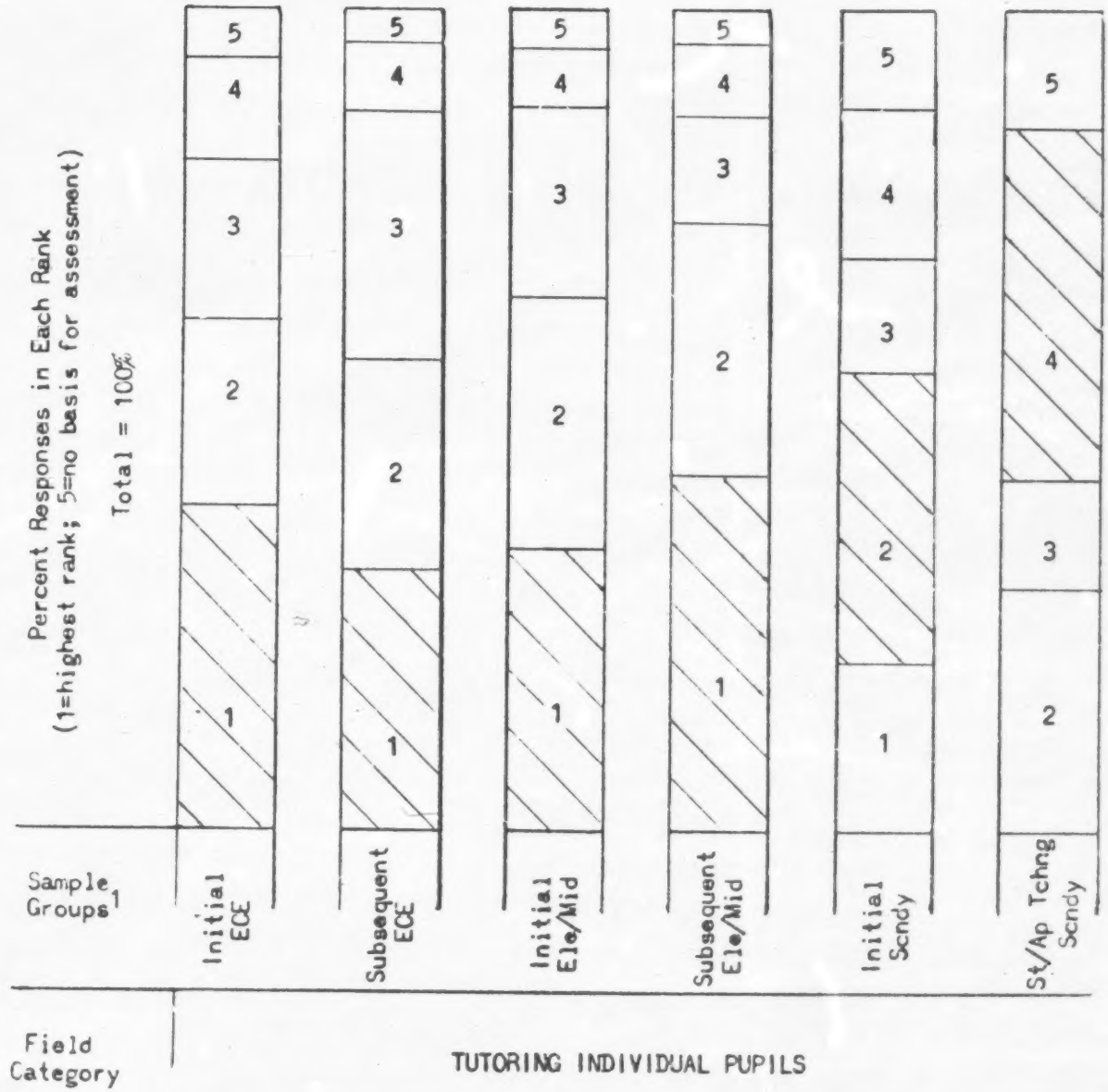
Figure 15

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY EIGHT AT EACH COURSE LEVEL

($\frac{1}{2}$" = 10%)



[1] by experience level

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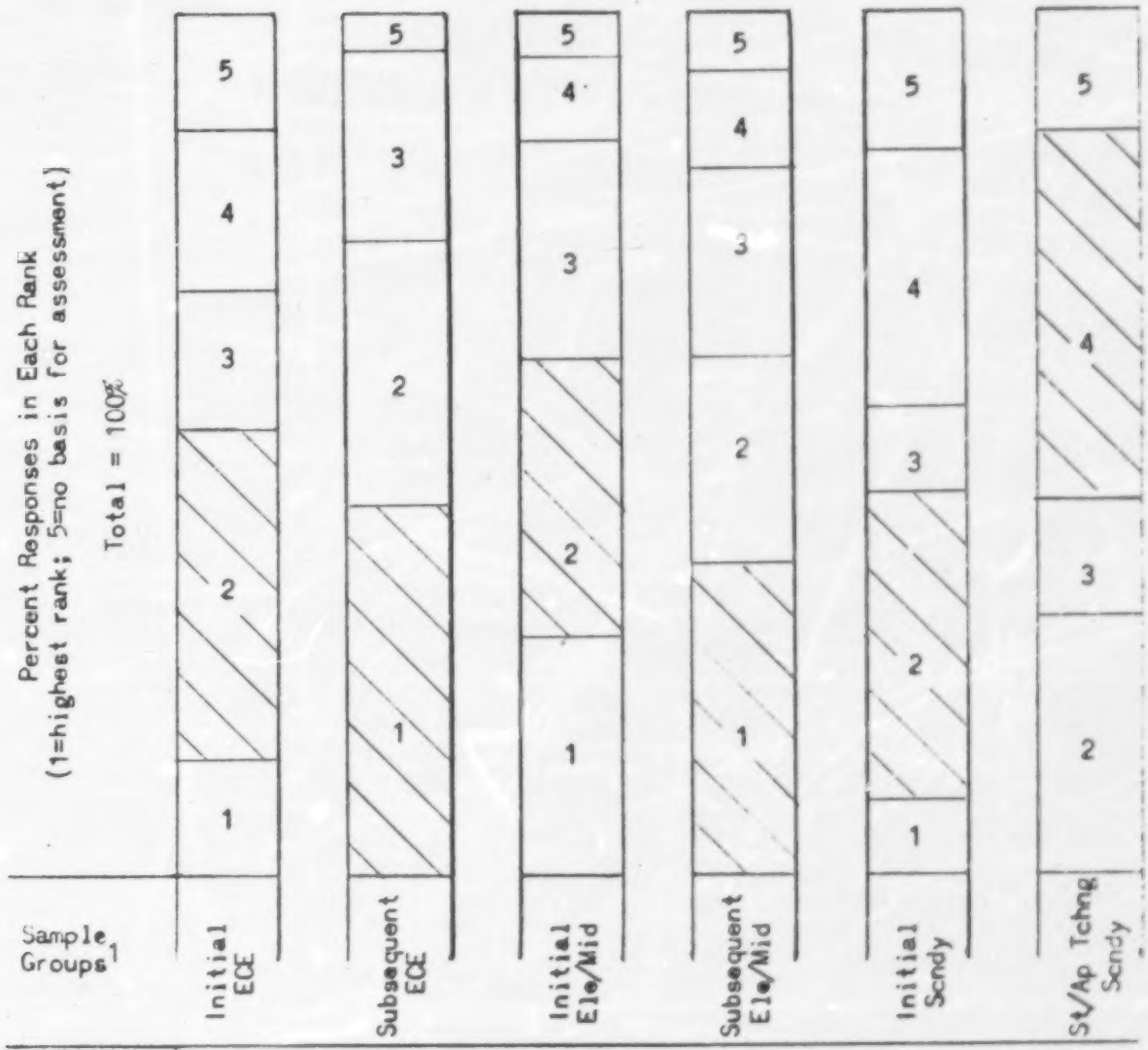
Figure 16

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR IN FIELD SITUATION CATEGORY NINE AT EACH COURSE LEVEL

($\frac{1}{8}$" = 10%)



[1] by experience level

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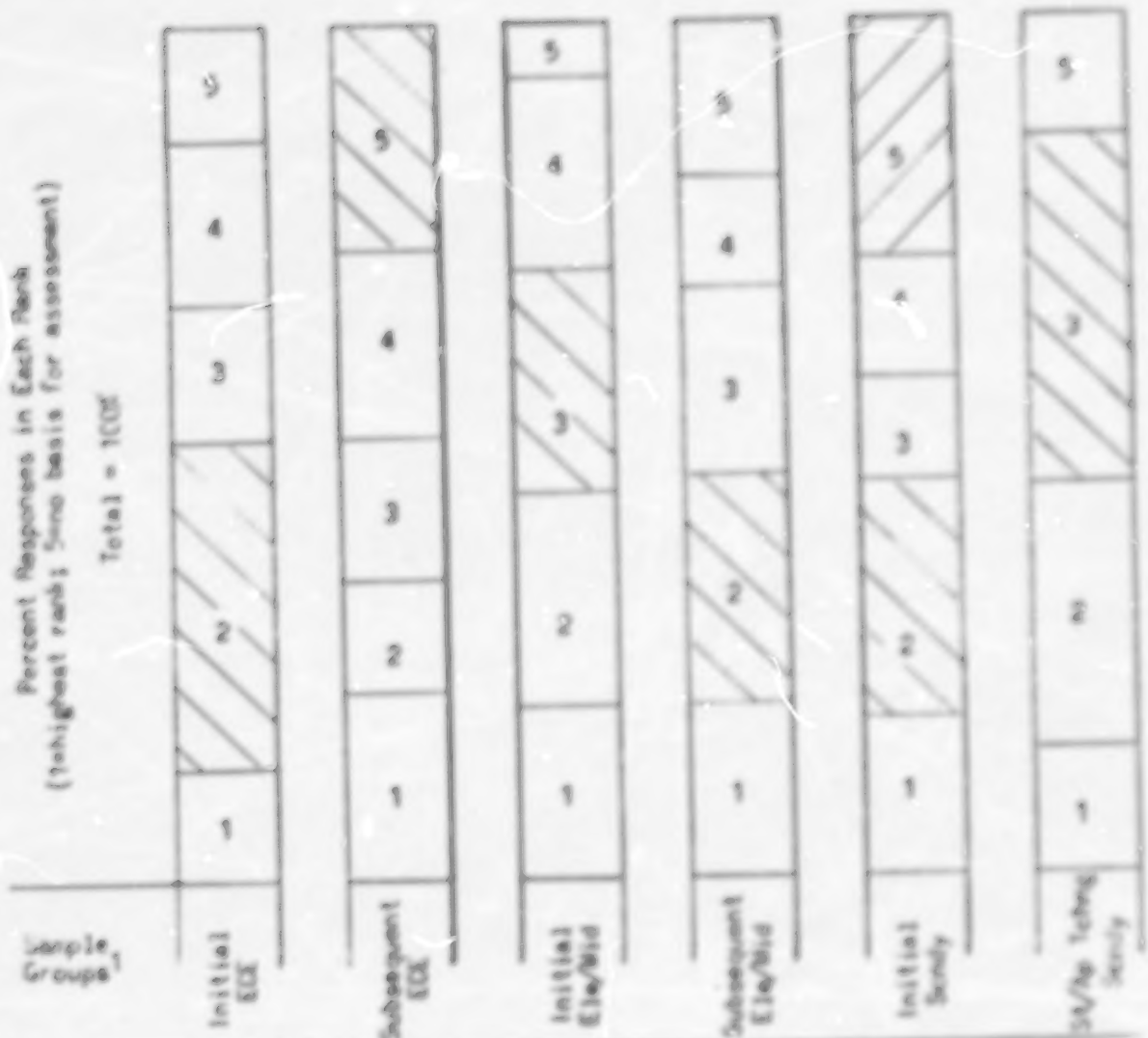
Figure 17

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR IN FIELD SITUATION CATEGORY TEN AT EACH COURSE LEVEL

($\bar{y}^{\circ}$ = 10C)



[1] by experience level

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Figure 10

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY ELEVEN AT EACH COURSE LEVEL

($\bar{x}$ = 105)

[1] by experience level

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Figure 10

1 by experience level